

# Collaboration Between Migrant and Homeless Education Programs

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# Similarities Between Migrant and Homeless Families

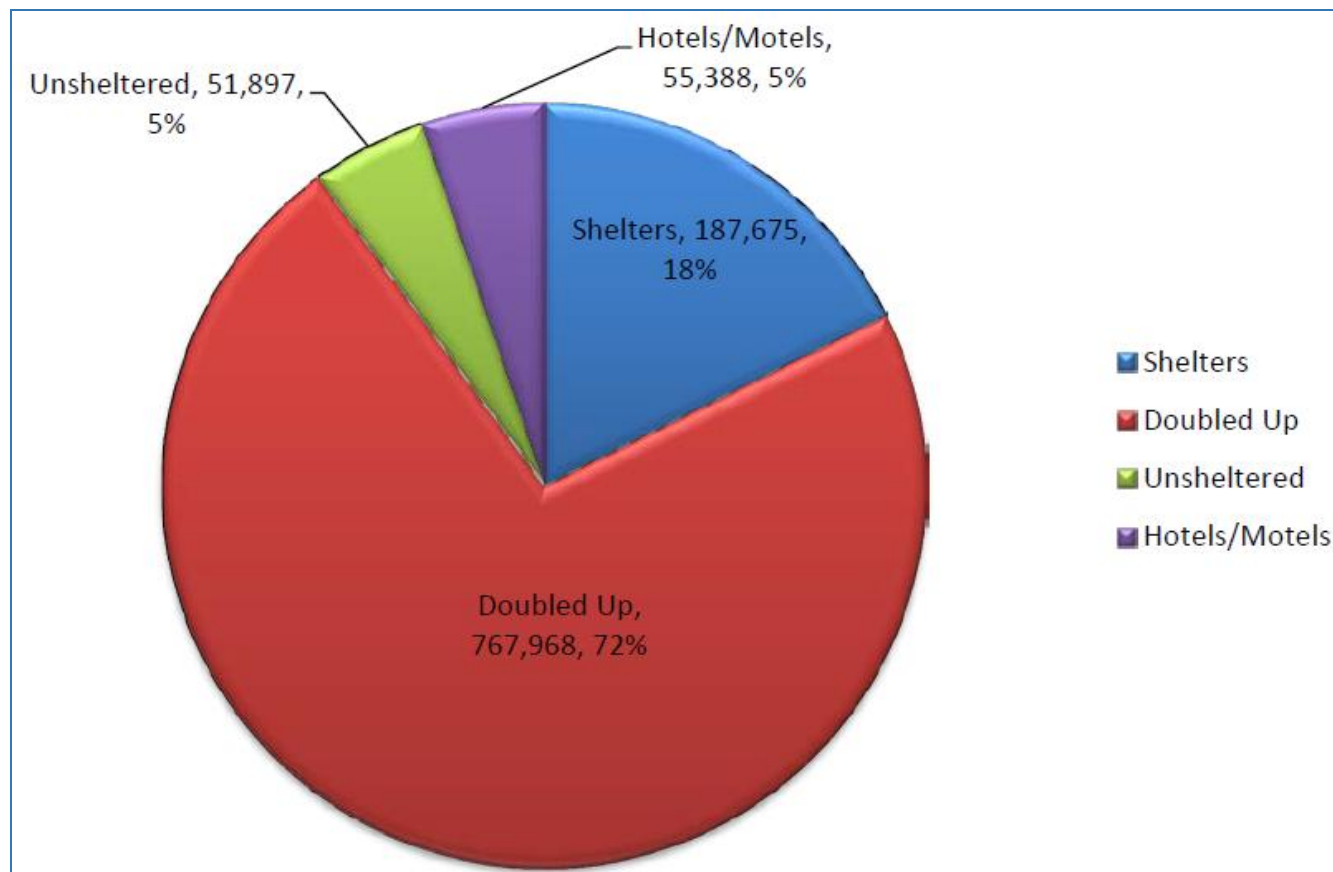
What similarities are there between the migrant lifestyle and the homeless lifestyle?



# The National Numbers... Homeless Students Enrolled

	2008-09	2009-10	2010-11	% Change
Enrolled in LEAs with Subgrants	539,022	748,538	761,603	41%
Enrolled in LEAs without Subgrants	417,892	191,365	304,191	-27%
Total Enrolled	956,914	939,903	1,065,794	11%

# The National Numbers... Primary Nighttime Residence (2010-2011)



# The National Numbers...

## A Comparison from 2009-2010

- MEP children and youth

2007-2008: 486,586

794,617 (Homeless Education)

486,586 (Migrant Education)



- MEP children and youth (*most current*)

2009-2010: 424,739

939,903 (Homeless Education)

424,720 (Migrant Education)

# Migrant Education: The Program Structure

- The Migrant Education Program (MEP) is authorized under Title I-C of the ESEA
- Staff Structure
  - State Consultant of Migrant Education
  - Local personnel
- Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state for at least one day

# ESEA Definition of Migrant

- MEP uses a Certificate of Eligibility (COE)
- The child is not older than 21 years of age;  
*and*
- The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*

# ESEA Definition of Migrant

- The child is a migratory agricultural worker or a migratory fisher, or has a parent, spouse, or guardian who is a migratory agricultural worker/ migratory fisher; ***and***
- The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher...; ***and***



# ESEA Definition of Migrant

the child:

- A. has moved from one school district to another;
- B. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- C. resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

# MI Migrant Student Counts

- Approximately 6,700 identified and eligible migratory children
  - Regular Year Migrant Education Programs (28)
  - Summer Migrant Education Programs (26)
  - ID students
  - Out of School Youth (OSY)

# District Responsibilities for Migrant Education

- Support high-quality and comprehensive programs for migratory children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;

# District Responsibilities for Migrant Education continued

- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

# District Responsibilities for Migrant Education continued

- Design programs to help migratory children overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms.

# The McKinney-Vento Definition of Homeless

Children and youth who lack a fixed, regular and adequate nighttime residence are considered homeless. This includes children and youth who are:

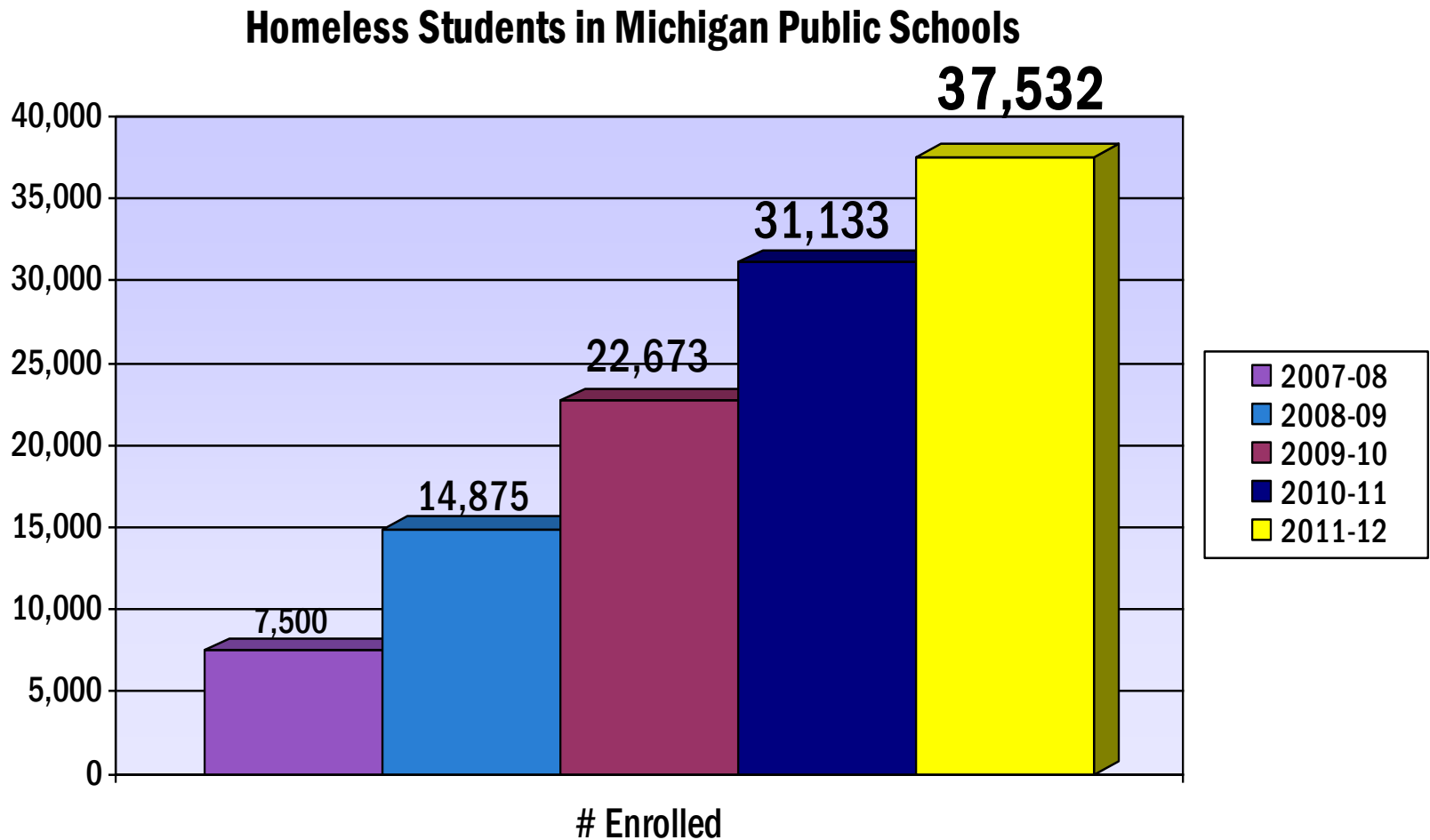
- Living in shelters or shelter transitional housing;
- Sharing housing due to loss of housing, economic hardship, or other similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing;

# The McKinney-Vento

## Definition of Homeless, continued

- Awaiting foster care placement or temporary foster care placement;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations; or
- *Migratory children who qualify as homeless because they are living in the circumstances described above.*

# Michigan Homeless Student Enrollment Data





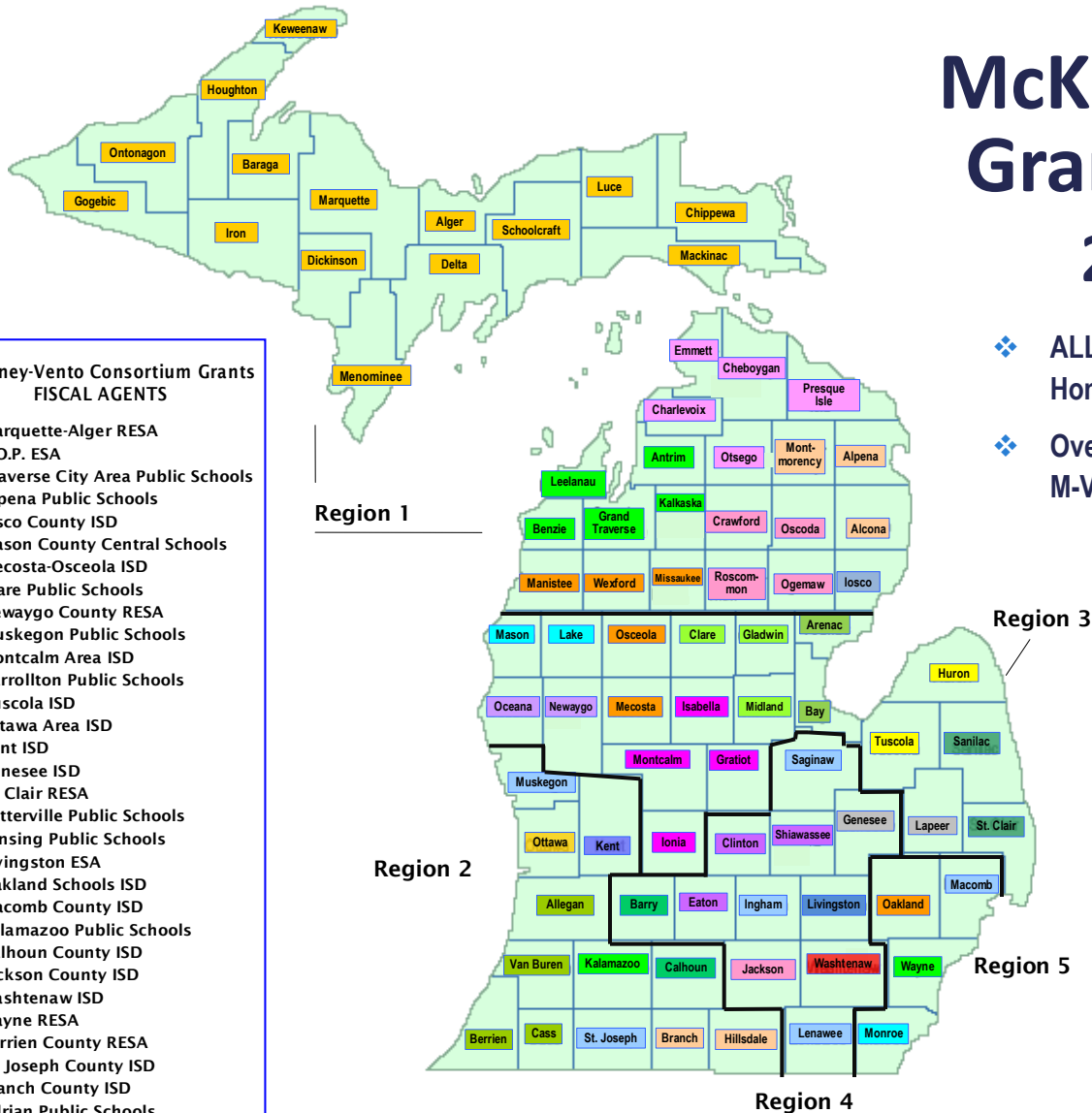
# McKinney-Vento Grant Consortia

## 2011 - 2014

- ❖ ALL MI COUNTIES represented in Homeless Education Grant Consortia
- ❖ Over 96% of MI LEAs participating in M-V Grant Consortia

### McKinney-Vento Consortium Grants FISCAL AGENTS

- Marquette-Alger RESA
- C.O.P. ESA
- Traverse City Area Public Schools
- Alpena Public Schools
- Iosco County ISD
- Mason County Central Schools
- Mecosta-Oshtemo ISD
- Clare Public Schools
- Newaygo County RESA
- Muskegon Public Schools
- Montcalm Area ISD
- Carrollton Public Schools
- Tuscola ISD
- Ottawa Area ISD
- Kent ISD
- Genesee ISD
- St. Clair RESA
- Pottsville Public Schools
- Lansing Public Schools
- Livingston ESA
- Oakland Schools ISD
- Macomb County ISD
- Kalamazoo Public Schools
- Calhoun County ISD
- Jackson County ISD
- Washtenaw ISD
- Wayne RESA
- Berrien County RESA
- St. Joseph County ISD
- Branch County ISD
- Adrian Public Schools
- Monroe County ISD



# Responsibilities of District McKinney-Vento Liaisons

- Every LEA must designate a Liaison to serve students in homeless situations
- Responsibilities of the Liaison:
  - ☐ Ensure that children and youth in homeless situations are identified and reported
  - ☐ Ensure that homeless students enroll in and have full and equal opportunity to succeed in school (usually within one day)
  - ☐ Link with educational services, including Title I, preschool, summer school, and health services
  - ☐ Link with community services, including medical, dental, mental health, etc.

# Program Strengths

- **EHCY/MV**

- Immediate enrollment without documentation
- Higher education provisions for unaccompanied homeless youth
- EHCY strength: The law

- **MEP**

- Higher funding level (per pupil)
- More supplemental staff (in general)
- Funding + Staff = extensive support services
- MEP strength: Personnel and funding

# Youth: Definitions in the Migrant and Homeless Education Communities

- **Unaccompanied Youth**

- McKinney-Vento definition: “Not in the physical custody of a parent or guardian”
- No lower age limit; upper age limit is state’s upper age limit for public education (21)
- Can be eligible regardless of the reason for the separation from the parent(s) or guardian(s)

- **Emancipated Youth**

- EHCY/MV: A youth who has gone through the legal process of emancipation
- MEP: A youth on their own (*what EHCY/MV refers to as unaccompanied youth*)

- **OSYs (Out-of-school Youth)**

- MEP serves OSYs, even apart from school attendance

# Determining Eligibility of Migrant Students

- No categorical McKinney-Vento eligibility for migrant children; the determination is based on the nature of the child's/family's living arrangement.
- The mobile lifestyle and/or need to move for work associated with the migrant lifestyle in and of themselves do not create McKinney-Vento eligibility; **focus on the living arrangement and the reason for the mobility.**
  - *Example: Compare a qualifying move in search of work vs. a loss of housing leading to local-area mobility*

# Determining Eligibility of Migrant Students, continued

- If a migrant student's living arrangement meets the M-V definition of homeless, they should be qualified as eligible and included in the data count, whether or not they receive additional services under M-V
- The local liaison has the responsibility to determine eligibility; collaborate with your MEP to see what role MEP personnel can play
- Some states include a homeless indicator on their COE

# National COE Q & A (May 2009)

**Q27: What should be listed as Current Address for homeless migrant families living in their car?**

**A27:** In this very specific case, a Current Address does not apply. If the family is likely to remain at the same physical location for a while, the interviewer should record as much localization information as possible (e.g., migrant camp name, landmark) in the Current Address field.

# National COE Q & A (May 2009)

- Otherwise, the recruiter should record “N/A” in the Current Address field, write “Possible MV” in the Comments section, and describe appropriate means for contacting the family (e.g., a cell phone number, contact person at a local community agency to relay information to the family). The abbreviation will be a signal that this child might be eligible for services under the McKinney-Vento Homeless Assistance Act, while still being sensitive to the family’s current status by not stating “homeless” directly on the COE.



# Determining Eligibility: Things to Keep in Mind

- Determining eligibility is a **case-by-case determination** made by examining the living arrangement of each individual student
- Some instances will be clear-cut; others will require further inquiry and then a judgment call
- Determinations of eligibility must be made expeditiously so that immediate enrollment and the prompt provision of services can occur

# Is This Migrant Student Homeless?

- **Steps to determining eligibility:**

- Get the facts about the student's living arrangement
- Does the student's living arrangement fit into one of the examples of homelessness listed in the law?
- If not, does the student live in another type of living arrangement that does not meet the law's **fixed, regular, and adequate** standard?
- Check out the *Determining Eligibility* Brief handout

# Fixed, Regular, and Adequate?

## Working definitions:

- **Fixed:** Stationary, permanent, and not subject to change
- **Regular:** Used on a predictable, routine, or consistent basis (*e.g. nightly*)
- **Adequate:** Sufficient for meeting both the physical and psychological needs typically met in home environments

*Can the student stay in the SAME PLACE (fixed) EVERY NIGHT (regular) in a SUFFICIENT AND SAFE SPACE (adequate)?*

- Use the sample questions on pages 5-6 of the *Determining Eligibility* brief

# Understanding “Doubled-Up”

- Legislative wording: “Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason”
- **Questions:**
  - Why did the family move in together? Crisis or by mutual choice as a plan for mutual benefit?
  - How permanent is the living arrangement intended to be?
  - Where would the family live if not doubling up?
- See pages 2-3 of the *Determining Eligibility* brief for a discussing of shared housing; also use questions on pages 5-6

# Understanding Substandard Housing

- **No official federal definition**
- **Common practices in defining “substandard housing”**
  - Evaluated according to community norms
  - Defined as a building not up to local building code
  - Common indicators
    - Inoperable indoor plumbing
    - Nonworking, inadequate and/or unsafe electrical service
    - Inadequate or unsafe source of heat
    - Unit has been declared unfit for habitation by a government agency
    - Is overcrowded: Consider “occupants per square foot” guidelines in state/local building codes

# Why Collaborate?

- Some students will be eligible for both programs
- Good opportunities to pool resources and provide programming and services that may benefit both student populations
- Serve eligible students more efficiently and with a more complete array of supports

# Collaboration: First Steps

- **Make contact with program personnel**
- **Discuss how you might work together:**
  - In identifying eligible students
    - What should migrant personnel do if they believe one of their students may be M-V eligible?
  - In providing complimentary services
    - What can migrant education provide that homeless education cannot, and vice versa?
    - Are there joint activities and services that we can provide together?
      - Events
      - Programming: Tutoring, Summer Programs, etc.

# SUMMARY

## Identification and Eligibility

- Forms used include both programs
- Established process for referrals
- Roles of MEP and MV personnel
- Joint trainings (*especially for understanding the MV definition*)
- Other points?
- Questions from the audience about identification and eligibility?





# SUMMARY

## Collaboration

- Collaborative activities
- Contribution from MV and MEP
- Strategies for developing collaboration and building relationships
- Other points?
- Questions from the audience about collaboration?



# A Case Study: LUISA

Luisa and her family were living in a grower-owned trailer in the grower's migrant labor camp. Production has been low and so Luisa's parents haven't been making much money lately. They can no longer pay the rent that the grower is charging, so they're evicted. They move in with Luisa's aunt, who lives in a mobile home park by the train tracks a couple of miles down the road.

# A Case Study: LUISA

- Is Luisa's family homeless, according to McKinney-Vento? Why or why not?
- Do you need more information to make your determination?

# **A Case Study: LUISA, continued**

Production picks back up and Luisa's family and her aunt's family decide to pool their money to move out of Luisa's aunt's mobile home and rent a bigger place close by once Luisa's aunt's lease is up. Both families are in agreement with this and think it will be a good long-term arrangement.

# A Case Study: LUISA, continued

Once they move into the bigger place...

- Would you consider Luisa's family homeless?
- Would you consider Luisa's aunt's family homeless?

# Presenters

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